

Form NP

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): **Southeast Missouri State University**

Program Title: **Master of Arts in Teacher Leadership**

Degree/Certificate: **Master of Arts in Teacher Leadership**

Options: _____

Delivery Site(s): **Site 1 North** - Jefferson County Community College & If needed Public School Districts in South-St. Louis

Site 2 North Central - Mineral Area Community College & If needed Public School Districts / Perryville

Site 3 Central/West/South - Southeast Missouri State University - Cape Girardeau and sites south, including Kennett, Malden, Sikeston, and Poplar Bluff. If needed Public School Districts

CIP Classification (provide a CIP code): 13.0409

Implementation Date: Fall 2009

Cooperative Partners: _____

Expected Date of First Graduation: Spring 2011

AUTHORIZATION

<u> Jane Stephens, Provost </u>	_____	_____
Name/Title of Institutional Officer	Signature	Date
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Executive Summary

Educators in our service area have requested Southeast Missouri State University to consider the possibility of providing a *Master of Arts in Teacher Leadership*. It is possible to develop a new *Master of Arts in Teacher Leadership* with an approximate cost of \$5,000-6,000 dollars (*saving our public school teachers \$5,000-\$6,000 dollars*). If a new *Master of Arts in Teacher Leadership* is developed and provided in five/six attendance centers (Kennett/Malden-south, Poplar Bluff-west, Sikeston/Cape-central, Perryville/Mineral Area-north central and Jefferson CO. Community College/St. Louis-north) with a rotation/schedule of classes that rotate through these attendance centers each semester, it will be possible for a teacher to obtain this degree in **5-6** semesters.

Teacher leadership in most schools has traditional structures that define certain teachers as leaders such as department heads and grade-level team leaders. Many schools also have a leadership team, composed of the principal and teachers who often have been either appointed by the principal or volunteered their services. Although these formal structures are necessary to the efficient functioning of a school, too often they remain the only recognized avenues of leadership for teachers. A number of research studies have identified the characteristics of teacher leaders, including the following: collaboration with peers, parents, and communities that engages them in dialogues of open inquiry; risk taking and participation in school decision making; demonstrated expertise in instruction and the willingness to share that knowledge with other professionals, engage in continuous action research, and consistently participate in a professional learning curve; frequent reflection on their work and staying on the cutting edge of what's best for children; and social consciousness and political activity. (Wynne, 2001)

The new proposed Master of Arts in Teacher Leadership will be successful in the University's service region because of following: (1) The current economic conditions, impacting public school districts, will result in less state aid for teacher's salaries and will encourage educators to pursue a degree for advancement on school districts salary schedules. (2) The cost per semester for one required course and one professional development variable topics graduate class will be less than \$1,000 and will encourage public school educators to attend Southeast Missouri State University, as compared to the \$2,400 fee for six hours of credit from the other universities and colleges providing degrees for educators in the area. (3) The tremendous expenditure for transportation will be reduced by providing this new degree at five sites in the University's service region. Most educators would travel less than fifty miles to one of the five sites. Presently, many of our educators travel more than 200 miles round trip for graduate classes on campus. (4) Advising of students and collection of data for NCATE will be enhanced by utilizing existing faculty. One or more of the classes will be taught by the educator's advisor. (5) The new Master of Arts in Teacher Leadership will provide future students for the Specialist in Education Leadership degree. Presently, over seventy-five educators have been admitted to the Specialist in Education Leadership degree that began in 2005. (6) Because five of the six required classes for this new master are currently being taught at the five sites, this new degree can be provided without increasing faculty and travel expenditures.

In summary, a Master of Arts in Teacher Leadership will provide opportunities for teachers that are required to meet state requirements to renew their teaching certificate, as well as, an increase in salary. In addition, the University's partnership with our seventy-five school districts will provide opportunities for educators to utilize the professional development graduate classes as electives and for a reduced cost. And finally, the University's goal of being "first choice" for educators in our service region will be greatly enhanced with the new Master of Arts in Teacher Leadership.

Introduction

Master of Arts in Teacher Leadership

Southeast Missouri State University from its early history as a teachers' college to present day has always valued the relationship and responsibility of providing a quality training program for educators in the university's service region. This valued partnership between public schools and the university can be observed in student teaching programs, graduate internships, alternative certification, Regional Professional Development Center, Southeast Missouri Superintendents Association, Southeast Missouri Principals Associations, Southeast Missouri Counseling Association, Missouri Department of Elementary and Secondary Education, Missouri State Teachers Association and Missouri National Education Association. The University continues to cooperatively schedule and host regional meetings for DESE, superintendents, principals, counselors, and other professional educators' organizations. It is the University's goal to provide educators and public schools, programs that will meet the ever growing state and national demands to improve student achievement.

Southeast Missouri State University and the College of Education provide educators in our service regions the options for several degrees for their masters. These degrees are: Master of Arts in Elementary/Special Education/Early Childhood Education, Master of Arts in Middle & Secondary Education and Master of Arts in Elementary/Secondary Administration. The masters and specialists degrees for Elementary and Secondary Administration are provided at all off-campus locations.

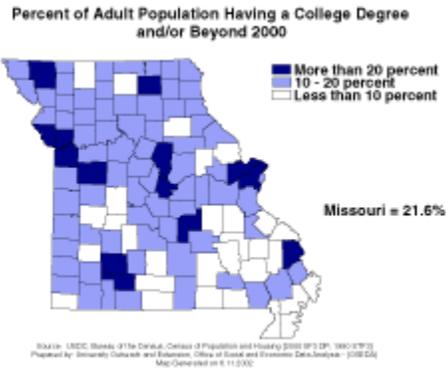
The Department of Educational Leadership and Counseling is striving to provide programs that will accomplish the University's goal of "first choice." This new Master of Arts in Teacher Leadership proposal is designed for Missouri's public school classroom teachers who desire to remain in the classroom and will allow the inclusion of the new rules (professional development) for teacher certification renewal. The department estimates a market of approximately 3,000 classroom teachers in the University's service region.

The renewal for the beginning teacher's certificate in Missouri requires two years of district mentoring, participation in a teacher assistance program, and 30 contact hours of professional development (using the NCLB definition of quality professional development); and the replacement of the CPC certificate with an ongoing Career Continuous Professional Certificate which requires annual completion of 15 contact hours of professional development. (One contact hour is 60 minutes. One hour of college credit equals at least fifteen contact hours.) *Unless the teacher meets two of the following: ten (10) years teaching experience, masters' degree or higher, or passes a national certification assessment.* Most, if not all, of the teachers will be required to participate in professional development activities that districts are required to provide (many, if not all, school districts will schedule professional development days during the work week) or will purchase professional development programs from the RPDC. These professional development programs are part of the Comprehensive School Improvement Plan (CSIP) districts are required to have for the accreditation process.

Most private colleges and universities located in Missouri provide masters degree in education in our service region and usually these degrees require thirty hours for completion. The approximate costs for these degrees are \$10,000-\$13,000 dollars. Most of these degrees are provided on-site, in the local school districts and candidates are not required to travel. These colleges and universities utilize public school administrative staff employed by the local school districts as adjunct instructors. These programs provide complete masters degrees in five/six semesters.

Counties with a low Percentage of College Graduates

Map 1



click map for larger version

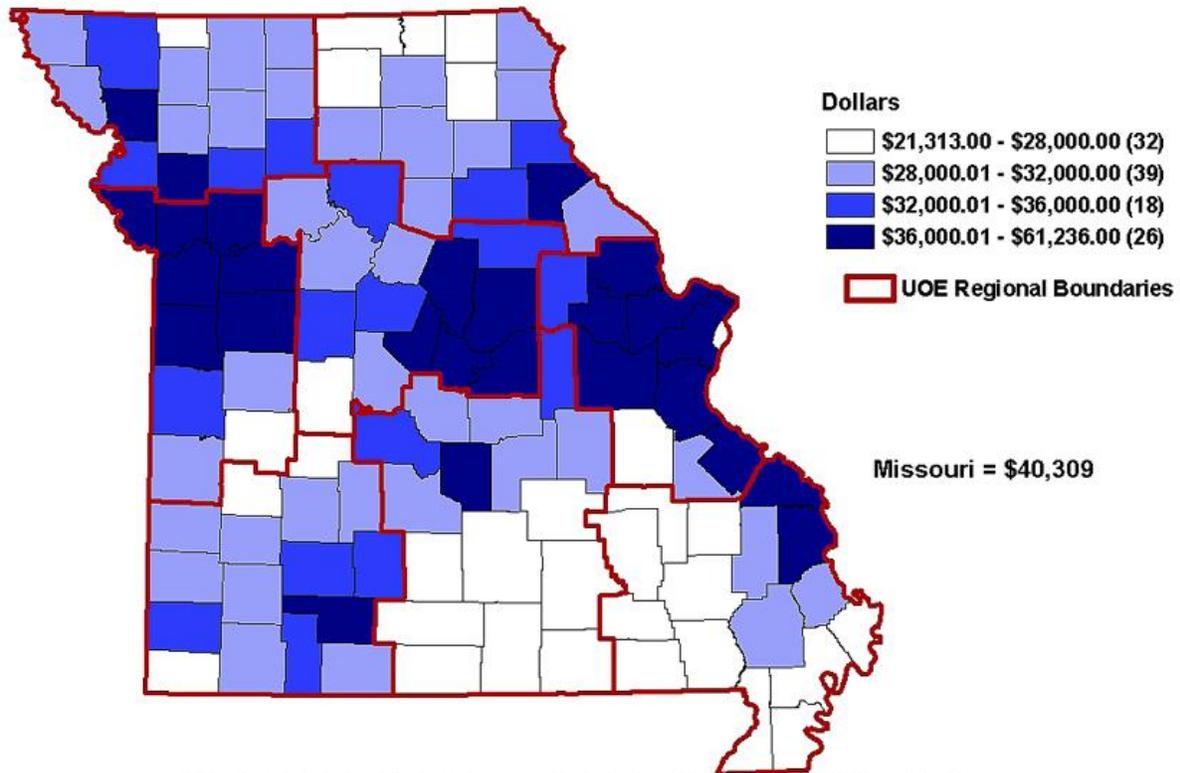
http://www.oseda.missouri.edu/maps/education/pct_collgrad_2000_co.gif

Map 1 shows that a majority of the counties having a low percentage (less than 10 percent) of college graduates are predominantly small population rural counties. Most of those counties have relatively small schools (therefore a small population of teachers and administrators), have few health care providers and have had relatively slow economic growth during the 1990s. **The greatest concentration of those counties is in the Southeast Ozarks and Bootheel. Sixteen of Missouri's 30 counties having fewer than 10 percent college graduates are in Southeast Missouri State University's service region.** The number of college graduates ranged from a low of 6.8 percent of the 2000 adult population in Wayne County to a high of 41.7 percent in Boone County. Clearwater R-1 and Greenville R-2 are the only school districts located in Wayne County.

Map 1 also shows that a majority of the counties having more than 20 percent of college graduates were counties having one or more major colleges or universities. All fourteen of the counties having a high percentage of college graduates are, in addition to colleges and universities, the location of major health care providers and other professional services such as law, accounting, management, investment, etc.

Map 2

Median Household Income, by County, 2002



Source: USDC, Census Bureau, Small Area Income and Poverty Estimates (SAIPE) program
Prepared by: University of Missouri Extension, The Office of Social and Economic Data Analysis - (OSED)A
Map Generated on 09.15.2005

Map 2 reflects that most counties located in Southeast Missouri State University's service region will have a lower income than other regions in Missouri.

Map 3 Southeast Missouri State University Service Region





Mileage Guide
 (City to City mileage from Cape Girardeau, MO)

Missouri		Missouri		Missouri		Missouri	
Advance	27	Eminence	167	Morehouse	37	Wardell	76
Altenburg	33	Essex	48	Morley	20	Warrensburg	312
Alton	184	Eureka	116	Mt. Vernon	318	West Plains	215
Anderson	380	Excelsior Springs	338	Mountain Grove	216	Wentzville	137
Annapolis	87	Farmington	76	Mountain View	179	Whitewater	17
Anniston	47	Fenton	104	Neelyville	99	Willow Springs	195
Antonia	93	Festus	80	Neosho	363	Williamsville	89
Appleton	22	Fisk	66	New Madrid	50	Winona	129
Arbyrd	111	Forsythe	312	Nixa	284	Zalma	39
Arcadia	69	Fredericktown	51	North Lilbourn	53		
Ava	247	Frohno	37	North Wardell	80	Illinois	
Barnhart	89	Gideon	78	Oak Ridge	22	Alton	150
Bell City	32	Gray Summit	127	Oran	21	Cairo	34
Benton	16	Greenville	68	Osage Beach	230	Carbondale	55
Bernie	71	Hannibal	217	Ozark	282	Centralia	110
Bertrand	39	Hayti	78	Pacific	123	Champaign	235
Bismark	84	Hayti Heights	81	Park Hills	74	Chester	51
Bloomfield	40	Herculaneum	83	Parma	67	Chicago	371
Bloomsdale	62	Hermann	169	Patton	32	Decatur	208
Blue Springs	326	High Ridge	95	Perryville	33	DuQuoin	67
Bolivar	313	Hillsboro	88	Pevely	84	Effingham	163
Bonne Terre	81	Hollister	311	Piedmont	77	Marion	55
Boonville	244	Hornersville	116	Pilot Knob	76	Murphysboro	44
Bragg City	93	Imperial	92	Poplar Bluff	81	Mt. Vernon	96
Branson	308	Independence	335	Portageville	64	Peoria	271
Cabool	206	Ironton	70	Potosi	91	Quincy	242
Caledonia	81	Jackson	8	Puxico	49	Springfield	198
Campbell	83	Jefferson City	231	Qulin	82		
Cardwell	123	Joplin	357	Republic	293	Arkansas	
Carthage	355	Kansas City	350	Risco	63	Blytheville	107
Caruthersville	84	Kelso	10	Rolla	165	Corning	114
Centerville	100	Kennett	95	Salem	134	Hoxie	148
Centralia	232	Kimmswick	90	Scott City	8	Little Rock	272
Chaffee	13	Kirksville	309	Sedalia	286	Paragould	126
Charleston	41	Leadwood	80	Senath	104		
Chesterfield	126	Lebanon	217	Sikeston	33	Indiana	

Chillicothe	340	Lee Summit	342	Springfield	273	Evansville	186
Columbia	220	Lesterville	86	St.Charles	127	Indianapolis	289
Commerce	18	Lilbourn	52	St. Clair	141	Princeton	155
Crystal City	79	Linn	200	St. Joseph	398	Vicennes	176
Cuba	136	Lutesville	30	St. Louis	117		
Delta	15	Malden	72	STL (Airport)	130	Kentucky	
Des Arc	89	Mansfield	234	St. Marys	46	Hopkinsville	145
Desloge	79	Marble Hill	29	St. Peters	130	Louisville	265
DeSoto	92	Marquand	43	Ste. Genevieve	58	Owensboro	175
Dexter	53	Marston	56	Steele	99	Paducah	69
Doniphan	109	Maryville	438	Sullivan	151		
Dutchtown	8	Matthews	38	Thayer	199	Tennessee	
East Prairie	50	Mexico	218	Union	140	Dyersburg	110
Eldon	261	Millersville	20	Valley Park	108	Jackson	143
Ellington	116	Mineral Point	96	Van Buren	127	Memphis	175
Ellsinore	110	Moberly	251	Vichy	170	Nashville	214
Elvins	73	Monett	317	Vienna	181	Paris	117

Experience of Teachers employed in Public Schools in Missouri

Experience Trends, 2002-2007						
YEARS OF EXPERIENCE	2002	2003	2004	2005	2006	2007
0-10	50.7%	51.2%	50.2%	50.0%	50.4%	50.6%
0-5	31.2%	30.8%	28.8%	28.2%	27.9%	27.8%
6-10	19.5%	20.4%	21.4%	21.8%	22.6%	22.8%
11-20	25%	24.9%	25.9%	26.6%	26.9%	27.2%
21-30	20%	19.2%	19.1%	18.5%	17.7%	17.1%
31+	4.4%	4.7%	4.9%	4.9%	5.0%	5.1

Source: Missouri Department of Elementary and Secondary Education

Presently, the seventy-five partnership school districts in Southeast Missouri State University's service region have 8,340 educators employed.

Assuming the above data reflects the experience of the 8,340 educators in the University's partnership school districts:

- 1. 2,319 educators would have 0-5 years teaching experience.**
- 2. 1,901 educators would have 6-10 years of experience.**

SOUTHEAST MISSOURI STATE UNIVERSITY

PARTNERSHIP SCHOOL DISTRICTS

AUGUST 1, 2004-JULY 31, 2010

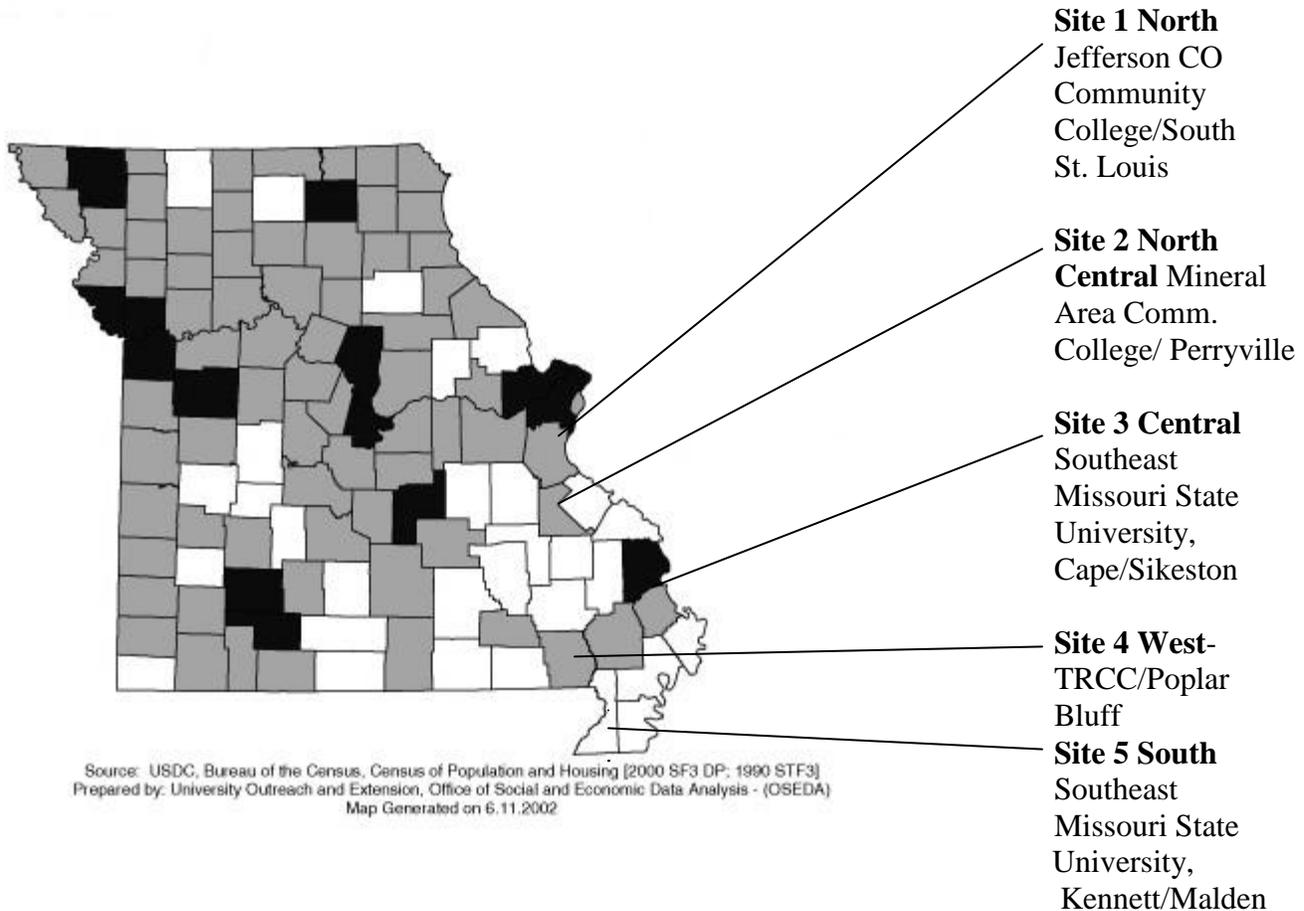
Dr. Robert Buchanan, Coordinator, Professional Development Variable Topics

Rick McClard, Coordinator-south/Dr. Robert Webb, Coordinator-north

	Name of School District	Number of Teachers	*% with Masters	*Average years of Experience	Contact Person
1	Advance Public Schools	52	39	9	McClard
2	Altenburg Public School, District # 48	12	21	18	Webb
3	Bayless/St. Louis	113	48	9	Webb
4	Bell city	37	14	9	McClard
5	Bernie	56	38	12	McClard
6	Bismarck R-V	59	32	11	Webb
7	Bloomfield	76	30	11	McClard
8	Cape Girardeau Public Schools	365	50	14	McClard
9	Campbell	66	55	17	McClard
10	Caruthersville Public Schools	132	54	14	McClard
11	Central R-III, Park Hills	157	41	13	Webb
12	Chaffee	49	61	13	McClard
13	Charleston	120	45	15	McClard
14	Clarkton	39	32	12	McClard
15	Clearwater	113	51	14	McClard
16	Couch	36	24	11	McClard
17	Crystal City	69	35	8	Webb
18	Delta C-7	31	40	18	McClard
19	Delta R-V	39	51	12	McClard
20	De Soto	206	49	13	Webb
21	Dexter	162	62	14	McClard
22	Doniphan	120	52	15	McClard
23	East Carter CO. R-II	68	31	12	McClard
24	East Prairie	112	26	11	McClard
25	Farmington	387	54	13	Webb
26	Festus	204	45	10	Webb
27	Fredericktown	149	39	12	Webb
28	Gideon	41	27	9	McClard
29	Greenville	97	41	15	McClard
30	Hayti	84	43	15	McClard
31	Hillsboro	253	48	11	Webb
32	Holcomb	49	23	10	McClard
33	Jackson	355	59	13	McClard
34	Jefferson R-7	72	29	9	Webb
35	Kelso	17	18	9	McClard
36	Kennett	179	33	13	McClard
37	Kingston R-14	89	22	8	Webb
38	Leopold	29	36	14	McClard

39	Lesterville	50	30	10	Webb
40	Malden	111	34	13	McClard
41	Marquand-Zoin	30	21	11	Webb
42	Meadow Heights	55	41	12	Webb
43	Mehlville/St. Louis	758	72	12	Webb
44	Naylor	45	31	14	McClard
45	Neelyville	66	24	11	McClard
46	Nell Holcomb	28	36	13	McClard
47	New Madrid CO. Central	166	63	14	McClard
48	North Pemiscot-Wardell	42	26	14	McClard
49	North S. Francis CO. R-1	233	38	13	Webb
50	Notre Dame Regional High School	50	n/r	n/r	McClard
51	Oak Ridge	49	35	12	McClard
52	Oran	44	25	11	McClard
53	Pemiscot CO. R-3	19	46	15	McClard
54	Perryville	188	51	13	Webb
55	Poplar Bluff	346	44	13	McClard
56	Portageville	93	70	15	McClard
57	Puxico	70	37	13	McClard
58	Richland Public Schools, Essex	41	22	10	McClard
59	Ripley CO R-3, Gatewood	19	57	10	McClard
60	Ripley CO R-4, Lone Star	18	15	10	McClard
61	Risco	31	32	9	McClard
62	Scott City	95	51	12	McClard
63	Scott County R-4, Benton	105	34	11	McClard
64	Scott County Central	52	27	11	McClard
65	Senath-Hornersville	80	24	12	McClard
66	Sikeston	320	50	12	McClard
67	Ste Genevieve	171	55	13	Webb
68	South Iron	50	46	13	Webb
69	South Pemiscot	60	59	17	McClard
70	Twin Rivers	97	34	14	McClard
71	Valley of Caledonia	55	15	9	Webb
72	Van Buren	60	67	15	Webb
73	West County-Leadwood	94	32	12	Webb
74	Woodland	76	49	11	McClard
75	Zalma	33	42	12	McClard
	Total Number of Certificated Staff	8,340	*% with M.D. in MO 51	*Yrs of Exp. in MO 12	

* Source: Missouri Department of Elementary and Secondary Education



Public Schools Located in the 5 Sites

- Site 1 North** **Jefferson CO Community College/South St. Louis**
 (Affton, Arcadia Valley, Arnold-Fox, Bayless, Crystal City, De Soto, Herculaneum, Hillsboro, House Springs, Jefferson Co. R-4, Mehlville, South Iron, Valley Park, Windsor) **Total Educators, 3,955**
- Site 2 North Central** **Mineral Area Comm. College/Perryville**
 (Altenburg, Bismarck, Bunker, Centerville, Ellington, Farmington, Fredericktown, Leadwood, Leopold, Lesterville, Park Hills Central, Perryville, Meadow Heights, North St. Francois Co, Ste Genevieve) **Total Educators, 1,839**
- Site 3 Central** **Southeast Missouri State University, Cape/Sikeston**
 (Advance, Bell City, Bloomfield, Charleston, Cape Central, Chaffee, Delta R-5, East Prairie, Jackson, Kelly of Benton, Kelso, Marquand-Zion, Nell Holcomb, New Madrid, Notre Dame, Oak Ridge, Oran, Richland, Scott City, Scott Co. Central, Sikeston, Woodland, Zalma) **Total Educators, 2,294**
- Site 4 West** **TRCC/Poplar Bluff**
 (Clearwater, Couch, Dexter, Doniphan, East Carter, Ellington, Greenville, Mountain View-Birch Tree, Naylor, Neelyville, Piedmont, Poplar Bluff, Puxico, Thayer, Twin Rivers, Van Buren) **Total Educators, 1,637**
- Site 5 South** **Southeast Missouri State University, Kennett/Malden**
 (Bernie, Campbell, Caruthersville, Clarkton, Cooter, Delta C-7, , Gideon, Hayti, Holcomb, Kennett, Malden, North Pemiscot, Pemiscot Co. R-3, Portageville, Risco, Senath-Hornersville, Southland, South Pemiscot, Pemiscot Co Special School District) **Total Educators, 1,294**

PROJECTED SCHEDULE OF CLASSES

FOR PROPOSED

MASTER OF ARTS IN TEACHER LEADERSHIP

Semesters	Site 1 Jeff. Co. Comm. Coll.	Site 2 Min. Area. Com. Coll.	Site 3 Cape/Sikeston	Site 4 Three Rivers Poplar Bluff	Site 5 Kennett/Malden
Fall 09	EA-655 EA-682	EA-634 EA-682	EA-651 EA-682	EA-653 EA-682	EA-660 EA-682
Spring 10	EA-651 EA-682	EA-660 EA-682	EA-634 EA-682	EA-655 EA-682	EA-653 EA-682
Summer 10	GR-691	GR-691	EA-660	GR-691	GR-691
Fall 10	EA-660 EA-682	EA-653 EA-682	GR-691 EA-682	EA-651 EA-682	EA-655 EA-682
Spring 11	EA-634 EA-682	EA-655 EA-682	EA-653 EA-682	EA-660 EA-682	EA-651 EA-682
Summer 11	EA-653	EA-651	EA-655	*EA-634	*EA-634

*EA-634 will be scheduled, for the summer of 2011, at Three Rivers Community College and Kennett/Malden. If the numbers of educators enrolled at these two sites are small, the two classes will be combined at Malden.

1. Most, if not all, required classes will be taught by full-time faculty.
2. All NCATE, MoStep and department data can be collected at the five sites.
3. Candidates for the Teacher Leadership Masters can enter the program any semester.
4. Candidates changing school districts during the program can obtain needed classes at Cape or Sikeston.
5. Candidates should be able to travel 30-50 miles to one of the five sites for this proposed degree.

- 2. Need:
 - A. Student Demand:
 - i. Estimated enrollment each year for the first five years for full-time and part-time students

Form SE

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full-Time					
Part-Time	20	30	40	50	60
TOTAL	20	30	40	50	60

This is an estimate of enrollment for only face-to-face, web-enhanced, ITV and web based classes. At least 5 classes are scheduled in this delivery mode each semester at the 5 delivery sites. There will be additional students from each service site that will enroll in these classes.

- ii. Enrollment will not be capped in the future.

- B. Market Demand:

- i. The statistics of Missouri Public Schools in 2006-2007, as stated by the Missouri Department of Elementary and Secondary Education reported 69,480 classroom teachers were employed in Missouri public schools. The data also reported that 50.6% of classroom teachers had from 0-10 years of experience.

In the spring semester of 2004, the College of Education, Regional Professional Development Center and Off-Campus-Extended Learning developed, with the public schools in the University's service region in Southeast Missouri, a partnership that allowed graduate credit for approved professional development classes at a reduced tuition. The data from this program indicated that most classroom teachers with 0-10 years of experience requested graduate classes and

professional development programs be provided at the university's off-campus sites that would lead to a Master of Arts in Teacher Leadership.

The enrollment data, for the approved professional development graduate credit classes for classroom teachers from the fall of 2004 through the fall of 2008 averaged over 650 students each semester. Some of these students continued to pursue a master's degree from Southeast Missouri State University. Many transfer the graduate hours to private colleges and universities that provided a masters degree program on site in the local school district.

These educators were enrolled in EA-682, EL-616, and SE-680 masters' level professional development graduate classes. Presently, there are 75 public schools with 8,340 classroom teachers that have signed the partnership agreement with Southeast Missouri State University. This partnership agreement permits only Southeast Missouri State University to provide approved professional development graduate credit classes. Most classroom teachers with baccalaureate degrees indicated during the enrollment sessions they would prefer to pursue a Master of Arts in Teacher Leadership rather than accumulate graduate hours or a degree in administration.

Presently, classroom teachers must accumulate additional professional development or graduate hours for renewal of their teaching certificate. In addition, classroom teachers must accumulate graduate hours for advancement on the school district's salary schedule. Advancement on the salary schedule is permitted when the teacher accumulates graduate hours or completes the master's degree.

C. Societal Need:

- i. Effective classroom teachers are in demand throughout our service area and across Missouri. The public school districts in the University's service region are having a difficult time retaining and recruiting effective classroom teachers. This degree will encourage and increase the number of classroom teachers with masters' degrees and provide an opportunity for classroom teachers to remain in the classroom with an increase in salary. This program is directly related to employment and advancement. In addition, the degree supports the Highly Qualified Teacher (HQT) emphasis of NCLB (No Child Left Behind) and other federal and state initiatives.

D. Methodology used to determine "B" and "C" above.

The information was obtained from educators enrolled in the Professional Development Graduate Credit Partnership program implemented in 2004. Historical data from the enrollment in these classes indicate that all students taking the classes relate the class work to their employment, since all students are fully employed in education.

3. **Duplication and Collaboration:** If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

No other Educational Master of Arts for Teacher Leadership is offered in our service area by public universities.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

The only collaboration is the location of the classes at five sites and the need to interact with the institutions to arrange for facilities. These classes will be delivered at multiple sites associated with Southeast Missouri State University and will *significantly* reduce travel for public school educators. These sites include:

- On Campus-Cape Girardeau & if needed Public School Districts
- Southeast Missouri State University-Sikeston & if needed Public School Districts
- Southeast Missouri State University-Malden & if needed Public School Districts
- Southeast Missouri State University-Kennett & if needed Public School Districts
- Perryville Higher Education Center & if needed Public School Districts
- Three Rivers Community College, Poplar Bluff & if needed Public School Districts
- Mineral Area Community College, Park Hills & if needed Public School Districts
- Jefferson County Community College, Hillsboro & if needed Public School Districts

Form PS

PROGRAM STRUCTURE

- A. Total credits required for graduation: 30 (600 level graduate hours)
- B. Residency requirements, if any: _____
- C. General education (total credits): _____

Proposed Masters in Teacher Leadership

The proposed Master of Arts in Teacher Leadership degree would have one advising track. The advising track would be designed for all students. All students must have a baccalaureate degree and a teaching certificate related to education from a regionally accredited college or university (math, science, elementary, secondary, social studies, English, etc.).

Advising Track

Required Classes

GR-691, Methods of Research	3 credit hours	
EA-634, School Supervision	3 credit hours	
EA-651, School Law	3 credit hours	
EA-655, School Facilities/Public Relations	3 credit hours	
EA-660, Administration of Special Education	3 credit hours	
EA-653, Curriculum for Leaders in Education or EL-616, Elementary Curriculum or SE-637, Secondary Curriculum	3 credit hours	
GR-698, Masters Examination (Register for the exam as if it were a course.)		0
	Total Required Hours	18

Elective Classes

EA-682 Educational Leadership Variable Topics I (Aligned with local public school district's professional development/school improvement plan)		
	Total Elective Hours	12

** New or revised syllabus attached*

- E. Free elective approved credits
(sum of C, D, & E should equal A): The appropriate number of approved level electives to reach a minimum of 30 total graduate credits for the master's degree.
- F. Requirements for thesis, internship
or other capstone experience: Exit procedures will include submission of a graduate paper or thesis, oral comprehensive exam and portfolio of materials for all classes.

Form FP (deleted)

Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: **Southeast Missouri State University**

Program Name: **Master of Arts in Teacher Leadership**

Date: **January 18, 2009**

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

All students accepted into the masters program will have baccalaureate degrees and teaching certificates in education.

- Characteristics of a specific population to be served, if applicable

Most, if not all, will be employed as classroom teachers in public schools in the University's service region.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate

All faculty teaching in the masters program must be approved as graduate faculty with appropriate training and credentials to teach the assigned courses.

- Estimated percentage of credit hours that will be assigned to full-time faculty. Please use the term "full-time faculty" (and not FTE) in your descriptions here.

Ninety (90) percent of credit hours taught will be assigned to full-time faculty.

Enrollment Projections

- Student FTE majoring in program by the end of five years

An estimated 60 part time students will be majoring in the new program by the end of five years

- Percent of full-time and part-time enrollment by the end of five years

It is anticipated that most, if not all, of the students will be employed full-time as educators in public schools and will be part time students when enrolled in the program.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation

It is estimated that approximately 20 students will graduate within three years of beginning the program and after five years, 60 students will graduate from the program.

It is estimated that 100% of the students will be employed in public schools in Missouri.

It is estimated that some students will transfer with graduate hours from Arkansas State University, Murray State University, Southern Illinois University-Carbondale, William Woods, Missouri Baptist, Lindenwood and Southwest Baptist University.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

All current programs in the Department of Educational Leadership and Counseling are accredited by NCATE and approved by DESE. It would be expected for the program to be approved by NCATE and accreditation would be sought under the next scheduled review in 2016 or 2017.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
- Expected satisfaction rates for employers, including timing and method of surveys

As required by NCATE accreditation and in conjunction with the Department of Educational Leadership and Counseling previous evaluation program, the leadership program conducts an alumni, student and employer survey every year. Recent results have suggested this program-offering enhancement would be favorably received.

- Any Other Relevant Information:

The present Professional Development Graduate Credit Partnership permits Southeast Missouri State University and the Department of Educational Administration and Counseling the opportunity to provide programs for the educators employed in public schools in the University's service region. This new degree, Master of Arts in Teacher Leadership will fill a void that is presently not available for educators that desire to pursue a graduate degree (not in administration or counseling) and advance on most public schools salary schedules.

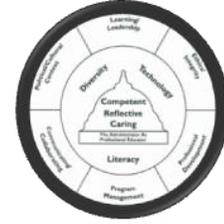
Attach new course syllabus

EA-653* *Curriculum for Leaders in Education*

Approved by Department: 1/20/09

Approved by College Council: 1/22/09

Approved by Graduate Council: 3/27/09
Approved by Academic Council: 4/7/09
COURSE SYLLABUS



SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course No: EA-653

New: Fall 2009

Title of Course:

Curriculum For Leaders In Education

- I. Catalog Description and Credit Hours of Course:
A course focusing on assisting educators to define, plan, implement and assess the P-12 Curricula. (3 credit hours)
- II. Prerequisite(s):
Admission to Masters of Arts in Teacher Leadership degree program.
- III. Purposes or Objectives of the Course:
Upon completion of the course, the successful student will demonstrate knowledge, understanding, and the ability to:
 - A. Comprehend the dynamics of curriculum development
(ELC C 2, 3.3, 3.4, 4, 6)
 - B. Demonstrate the fundamental technical skills necessary for implementing key curriculum development procedures
(ELCC 3.3, 3.4, 3.5) (MoStep 4) (ISLLC 2, 4)
 - C. Practice writing skills related to curriculum development
(ELCC 3.4) (MoStep 8) (ISLLC 2, 4)
 - D. Formulate a critical perspective on vital contemporary curriculum issues
(ELCC 3.4) (MoStep 8) (ISLLC 6)
 - E. Identify the connections among student needs, societal needs, curriculum goals and objectives and professional development
(ELCC 3.1, 3.5) (MoStep 8, 9) (ISLLC 2)
- IV. Expectations of Students:
 - A. Active participation in class discussions, panels, special reports, etc.
 - B. Satisfactory completion of projects dealing with issues and/or problems identified through class discussions.

- C. A term report dealing with curriculum issues. Each report will be presented to the entire class.
- D. Satisfactory examination performance.
- E. Required Activities/Topics: The following activities/topics are required to be addressed by all faculty teaching this course.
 1. Analyze student performance on classroom assessments.
 2. Analyze MAP results.
 3. Develop strategies to address achievement gaps.
 4. Analyze research based instructional programs.
 5. Review and critique CSIP plan.
 6. Develop alignment procedures and indicate using Academic Expectations, Core Content, and Program of Studies.
- F. Technology: All products/reports must be word processed.

V.	Course Content or Outline:	Class Hours
	A. National and State Policy Development	5
	B. ISLLC Model applied to Curriculum	3
	C. State Curriculum Reform	4
	D. District and School Reform	4
	E. Assessing Needs, Organizing, Planning, and Evaluating Curriculum Programs	5
	F. Building, Supporting, and Implementing District Curriculum	6
	G. Developing the School Curriculum Integrating Technology Into Instruction	3
	H. Developing the Classroom Curriculum	3
	I. Auditing and Evaluating the District Curriculum	6
	J. Curriculum and Accreditation	3
	K. Trends and Issues in Curriculum	3
	Total Hours	45

VI. Textbook(s):

Squires, D.A. (2005). Balancing and aligning the standards-based curriculum. Thousand

Oaks, CA: Corwin Press

Wiggins, G. & McTighe, J. (2005). *Understanding by design: Second edition*.
Alexandria, VA: Association of Supervision and Curriculum Development.

VII. Basis for Student Evaluations and Performance Outcomes:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

The evaluation of student performance includes the following products and/or activities and is standards based. Educational Leadership Constituent Council (ELCC) Standards and Missouri Standards for Teacher Education Programs (MoSTEP) standards follow each evaluation product or activity with the MoSTEP standards listed in parentheses.

- A. Journal article critiques 10%
- B. Individual and/or group projects and presentations 20%
- C. Participation in class discussion and activities 10%
- D. Written exams/final projects 30%
- E. Assessing curriculum 5 %
- F. Data analysis regarding district curriculum using longitudinal data. 10%
- G. Planning for improvement in curriculum, instruction, and assessment congruence 10%
- H. ISLLC Standards applied to curriculum administration planning and implementation. 5%

Grading Policy:

100%--90%	A
89%--80%	B
79%-70%	C
Below 70%	F

VIII. Knowledge Base References:

Anctil, E.J. & Haas, G.J. (2006) *Curriculum planning: A contemporary approach*.
Boston, MA. Allyn & Bacon/Longman Publishers.

Glickman, C. Gordon, S. & Ross-Gordon, J. (2004) *SuperVision and instructional Leadership: A developmental approach*. Boston, MA.: Allyn & Bacon/Longman Publishers.

Kornhaber, M., Fierros, E., & Veenema, S. (2006). *Multiple intelligences: Best ideas From research and practice*. Boston, MA: Allyn & Bacon/Longman Publishers.

Olivia, P. (2005) *Developing the curriculum*. Boston, MA: Allyn & Bacon/Longman Publishers.

Posner, G. & Beach, A. (2006) *Course design: A guide to curriculum development for Teachers*. Boston, MA: Allyn & Bacon/Longman Publishers.

Reinhartz, J. & Beach, D. (2004) *Educational leadership: Changing schools, changing Roles*. Boston, MA: Allyn & Bacon/Longman Publishers.

VanTassel-Baska, J. & Stambaugh, T. (2006). *Comprehensive curriculum for gifted Learners*. Boston, MA: Allyn & Bacon/ Longman Publishers.

IX: Academic Dishonesty:

Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action but is also relevant to the evaluation of the student's level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else's work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic dishonesty (Southeast Missouri State University-Code of Student Conduct). Refer to: <http://www6.semo.edu/jedaffairs/code.html>

X. Disabilities Act:

If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor's office. To request academic accommodations (for example, a note taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and consistent with course requirements. Refer to: <http://www.semo.edu/cs/services/disability.html>

DEPARTMENTAL APPROVAL DATE: 1/20/09
COLLEGE COUNCIL APPROVAL DATE: 1/22/09
GRADUATE COUNCIL APPROVAL DATE: 3/27/09
ACADEMIC COUNCIL APPROVAL DATE: 4/07/09

2. Need:

A. Student Demand:

- i. Estimated enrollment each year for the first five years for full-time and part-time students

Form SE

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full-Time					
Part-Time	20	30	40	50	60
TOTAL	20	30	40	50	60

This is an estimate of enrollment for only face-to-face, web-enhanced, ITV and webbased classes. At least 5 classes are scheduled for this delivery mode each semester for the 5 delivery sites. There will be additional students from each service site that will enroll in these classes.

- ii. Enrollment will not be capped in the future.

B. Market Demand:

- i. The statistics of Missouri Public Schools in 2006-2007, as stated by the Missouri Department of Elementary and Secondary Education, reported 69,480 classroom teachers were employed in Missouri' public schools. The data also reported that 50.6% of classroom teachers had from 0-10 years of experience.

In the spring semester of 2004, the College of Education, Regional Professional Development Center and Off-Campus-Extended Learning developed, with the public schools in the University's service region in Southeast Missouri, a partnership that allowed graduate credit for approved professional development classes at a reduced tuition. The data from this program indicated that most classroom teachers with 0-10 years of experience requested graduate classes and professional development programs be provided at the university's off-campus sites that would lead to a master of Arts degree in teacher leadership.

The enrollment data, for the approved professional development graduate credit classes for classroom teachers from the fall of 2004 through the fall of 2008 averaged over 650 students each semester. Some of these students continued to pursue a master's degree from Southeast Missouri State University. Many transferred the graduate hours to private colleges and universities that provided a master of arts degree program on site at the local school district.

These educators were enrolled in EA-682, EL-616, and SE-680 masters' level professional development graduate classes. Presently, there are 75 public schools with 8,340 classroom teachers employed in the partnership school districts that signed an agreement with Southeast Missouri State University. This partnership agreement permits only Southeast Missouri State University to provide approved professional development graduate credit classes. Most classroom teachers with a baccalaureate degree indicated during the enrollment sessions they would prefer to pursue a Master of Arts in Teacher Leadership rather than just accumulate graduate hours or a degree in administration.

Presently, classroom teachers must accumulate additional professional development or graduate hours for renewal of their teaching certificate. In addition, classroom teachers must accumulate graduate hours for advancement on the school district's salary schedule. Advancement on the salary schedule is permitted when the teacher accumulates graduate hours or completes the master's degree.

C. Societal Need:

- i. Effective classroom teachers are in demand throughout our service area and across Missouri. The public school districts in the University's service region are having a difficult time in retaining and recruiting effective classroom teachers. This degree will encourage and increase the number of classroom teachers with masters' degrees and provide an opportunity for classroom teachers to remain in the classroom with an increase in salary. This program is directly related to employment and advancement. In addition, the degree supports the Highly Qualified Teacher (HQT) emphasis of NCLB (No Child Left Behind) and other federal and state initiatives.

D. Methodology used to determine "B" and "C" above.

The information was obtained from educators enrolled in the University's Professional Development Graduate Credit Partnership program implemented in 2004. Historical data from the enrollment in these classes indicate that all students taking the classes relate the class work to their employment since all students are fully employed in education.

1. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

No other programs for the Master of Arts in Teacher Leadership are offered in our service area by public universities.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

The only collaboration is the location of the classes at five sites and the need to interact with the institutions to arrange for facilities. These classes will be delivered at multiple sites associated with Southeast Missouri State University and will *significantly* reduce travel for public school educators. These sites include:

- On Campus-Cape Girardeau & if needed Public School Districts
- Southeast Missouri State University-Sikeston & if needed Public School Districts
- Southeast Missouri State University-Malden & if needed Public School Districts
- Southeast Missouri State University-Kennett & if needed Public School Districts
- Perryville Higher Education Center & if needed Public School Districts
- Three Rivers Community College, Poplar Bluff & if needed Public School Districts
- Mineral Area Community College, Park Hills & if needed Public School Districts
- Jefferson County Community College, Hillsboro & if needed Public School Districts

Form PG
PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: **Southeast Missouri State University**

Program Name: **Master of Arts in Teacher Leadership**

Date: **January 20, 2009**

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

All students accepted into the masters program will have baccalaureate degrees and teaching certificates education.

- Characteristics of a specific population to be served, if applicable

Most, if not all, will be employed as classroom teachers in public schools in the University's service region.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate

All faculty teaching in the masters program must be approved as graduate faculty with appropriate training and credentials to teach the assigned courses.

- Estimated percentage of credit hours that will be assigned to full-time faculty. Please use the term "full-time faculty" (and not FTE) in your descriptions here.

Ninety (90) percent of credit hours taught will be assigned to full-time faculty.

Enrollment Projections

- Student FTE majoring in program by the end of five years

An estimated 60 part time students will be majoring in the new program by the end of five years

- Percent of full-time and part-time enrollment by the end of five years

It is anticipated that most, if not all, of the students will be employed full-time as educators in public schools and will be part time students when enrolled in the program.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation

It is estimated that approximately 20 students will graduate within three years of beginning the program and after five years, 60 students will graduate from the program.

It is estimated that 100% of the students will be employed in public schools in Missouri.

It is estimated that some students will transfer with graduate hours from Arkansas State University, Murray State University, Southern Illinois University-Carbondale, William Woods, Missouri Baptist, Lindenwood and Southwest Baptist University.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

All the current programs are accredited by NCATE and approved by DESE. It would be expected for this program to be approved by NCATE and accreditation would be sought under the next scheduled review in 2016 or 2017.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
 - Expected satisfaction rates for employers, including timing and method of surveys
- As required by NCATE accreditation and in conjunction with the Department of Educational Leadership and Counseling previous evaluation program, the leadership program conducts an alumni, student and employer survey every year. Recent results have suggested this program-offering enhancement would be favorably received.
- The present Professional Development Graduate Credit Partnership permits Southeast Missouri State University and the Department of Educational Administration and Counseling the opportunity to provide programs for the educators employed in public schools in the University's service region. This new degree, Master of Arts in Teacher Leadership will fill a void that is presently not available for educators that desire to pursue a degree (at the five off-campus sites not in administration or counseling) beyond the baccalaureate degree and advance on most public schools salary schedules.

6. Quality Assurance for Off-Site Programs:

- A. General Oversight: Describe the manner in which this program will be managed. How does the management of this program fit within the institution's academic administrative structure?
- This program will be supervised and evaluated by the Department of Educational Leadership and Counseling, College of Education and College of Graduate Studies. The Department of Educational Leadership and Counseling chair-person and staff will develop a schedule of classes to meet the student requests to fulfill graduation requirements. Off-campus-Extended Learning will assist in providing the coordination and scheduling of sites for delivery of instruction at the following locations: Cape Girardeau; Sikeston-Center; Malden-Center; Kennett-Center; Mineral Area Community College/Perryville-Center; Poplar Bluff-Three Rivers Community College; and Hillsboro-Jefferson County Community College and if needed public school districts.
- B. Faculty Qualifications: How do the qualifications of faculty at this site compare with those of faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.
- Most, if not all, classes will be taught by current full-time faculty and will be a part of the normal teaching load. No more than two classes per semester will be taught by adjunct faculty. All faculty teaching in the masters program must be approved as graduate faculty with appropriate training and credentials to teach the assigned courses.
- C. Support Services: Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.

All class schedules, materials, course information, and program information can be accessed on the department's web page. Any service available to a student on-campus will be available to a student enrolled at an off-campus site. Presently, two employees assigned to Off-Campus-Extended Learning and the Department of Educational Administration and Counseling provide service to all of the off-campus students and site-locations.

7. Any Other Relevant Information

The present Professional Development Graduate Credit Partnership permits Southeast Missouri State University and the Department of Educational Leadership and Counseling the opportunity to provide programs for the educators employed in public schools in the University's service region. This new degree, Master of Arts in Teacher Leadership will fill a void that is presently not available for educators that desire to pursue a degree (at the off-campus sites not in administration or counseling) beyond the baccalaureate degree and advance on most public schools salary schedules.

DEPARTMENTAL APPROVAL DATE: 1/20/09

COLLEGE COUNCIL APPROVAL DATE: 1/22/09
 GRADUATE COUNCIL APPROVAL DATE: 3/27/09
 ACADEMIC COUNCIL APPROVAL DATE: 4/7/09

PROJECTED SCHEDULE OF CLASSES

FOR PROPOSED

MASTER OF ARTS IN TEACHER LEADERSHIP

Semesters	Site 1 Jeff.Co. Comm.Coll.	Site 2 Min.Area. Com. Coll.	Site 3 Cape/Sikeston	Site 4 Three Rivers Poplar Bluff	Site 5 Kennett/Malden
Fall 09	EA-655 EA-682	EA-634 EA-682	EA-651 EA-682	EA-653 EA-682	EA-660 EA-682
Spring 10	EA-651 EA-682	EA-660 EA-682	EA-634 EA-682	EA-655 EA-682	EA-653 EA-682
Summer 10	GR-691	GR-691	EA-660	GR-691	GR-691
Fall 10	EA-660 EA-682	EA-653 EA-682	GR-691 EA-682	EA-651 EA-682	EA-655 EA-682
Spring 11	EA-634 EA-682	EA-655 EA-682	EA-653 EA-682	EA-660 EA-682	EA-651 EA-682
Summer 11	EA-653	EA-651	EA-655	*EA-634	*EA-634

*EA-634 will be scheduled, for the summer of 2011, at Three Rivers Community College and Kennett/Malden. If the numbers of educators enrolled at these two sites are small, the two classes will be combined at Malden.

1. Most, if not all, required classes will be taught by full-time faculty.
2. All NCATE, MoStep and department data can be collected at the five sites.
3. Candidates for the Teacher Leadership Masters can enter the program any semester.
4. Candidates changing school districts during the program can obtain needed classes at Cape or Sikeston.
5. Candidates should be able to travel 30-50 miles to one of the five sites for this proposed degree.

** New or revised syllabus attached*

COURSE SYLLABUS

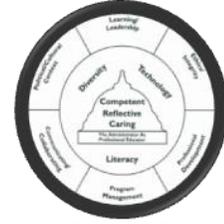
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course No: EA-653

New: Fall 2009

Title of Course:



Curriculum For Leaders In Education

- I. Catalog Description and Credit Hours of Course:
A course focusing on assisting educators to define, plan, implement and assess the P-12 Curricula. (3 credit hours)
- II. Prerequisite(s):
Admission to Masters of Arts in Teacher Leadership degree program.
- III. Purposes or Objectives of the Course:
Upon completion of the course, the successful student will demonstrate knowledge, understanding, and the ability to:
 - F. Comprehend the dynamics of curriculum development
(ELCC 3.3, 3.4) (MoStep 4, 6) (ISLLC 2, 4)
 - G. Demonstrate the fundamental technical skills necessary for implementing key curriculum development procedures
(ELCC 3.3, 3.4, 3.5) (MoStep 4) (ISLLC 2, 4)
 - H. Practice writing skills related to curriculum development
(ELCC 3.4) (MoStep 8) (ISLLC 2, 4)
 - I. Formulate a critical perspective on vital contemporary curriculum issues
(ELCC 3.4) (MoStep 8) (ISLLC 6)
 - J. Identify the connections among student needs, societal needs, curriculum goals and objectives and professional development
(ELCC 3.1, 3.5) (MoStep 8, 9) (ISLLC 2)
- IV. Expectations of Students:
 - A. Active participation in class discussions, panels, special reports, etc.
 - B. Satisfactory completion of projects dealing with issues and/or problems identified through class discussions.
 - C. A term report dealing with curriculum issues. Each report will be presented to the entire class.

D. Satisfactory examination performance.

G. Required Activities/Topics: The following activities/topics are required to be addressed by all faculty teaching this course.

1. Analyze student performance on classroom assessments.
2. Analyze MAP results.
3. Develop strategies to address achievement gaps.
4. Analyze research based instructional programs.
5. Review and critique CSIP plan.
6. Develop alignment procedures and indicate using Academic Expectations, Core Content, and Program of Studies.
7. Technology: All products/reports must be word processed.

V.	Course Content or Outline:	Class Hours
A.	National and State Policy Development	5
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C.	State Curriculum Reform	4
D.	District and School Reform	4
E.	Assessing Needs, Organizing, Planning, and Evaluating Curriculum Programs	5
F.	Building, Supporting, and Implementing District Curriculum	6
G.	Developing the School Curriculum Integrating Technology Into Instruction	3
H.	Developing the Classroom Curriculum	3
I.	Auditing and Evaluating the District Curriculum	6
J.	Curriculum and Accreditation	3
K.	Trends and Issues in Curriculum	3
	Total Hours	45

VI. Textbook(s):

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VII. Basis for Student Evaluations and Performance Outcomes:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

The evaluation of student performance includes the following products and/or activities and is standards based. Educational Leadership Constituent Council (ELCC) Standards and Missouri Standards for Teacher Education Programs (MoSTEP) standards follow each evaluation product or activity with the MoSTEP standards listed in parentheses.

- A. Journal article critiques 10%
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- C. Participation in class discussion and activities 10%
- D. Written exams/final projects 30%
- E. Assessing curriculum 5 %
- F. Data analysis regarding district curriculum using longitudinal data. 10%
- G. Planning for improvement in curriculum, instruction, and assessment congruence 10%
- H. ISLLC Standards applied to curriculum administration planning and implementation. 5%

Grading Policy:

100%--90%	A
89%--80%	B
79%-70%	C
Below 70%	F

IX. Knowledge Base References:

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Reinhartz, J. & Beach, D. (2004) *Educational leadership: Changing schools, changing Roles*. Boston, MA: Allyn & Bacon/Longman Publishers.

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Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action but is also relevant to the evaluation of the student's level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else's work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic dishonesty (Southeast Missouri State University-Code of Student Conduct). Refer to: <http://www6.semo.edu/jedaffairs/code.html>

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If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor's office. To request academic accommodations (for example, a note taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and consistent with course requirements. Refer to: <http://www.semo.edu/cs/services/disability.html>

DEPARTMENTAL APPROVAL DATE: 1/20/09
COLLEGE COUNCIL APPROVAL DATE: 1/22/09
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ACADEMIC COUNCIL APPROVAL DATE: 4/7/09

INITIAL PROGRAM PLAN FOR MASTER OF ARTS IN TEACHER LEADERSHIP

(August 1, 2009)

Student Major Teacher Leadership

Date SO #

Required Courses:	Credit Hours:
GR-691 Methods of Research	3
EA-634 School Supervision	3
EA-651 School Law	3
EA-655 School Business & Facilities Management/Public Relations	3
EA-660 Administration & Supervision of Special Education	3
EA-653 Curriculum For Leaders In Education	3
or EL-616, Elementary Curriculum	
or SE-637, Secondary Curriculum	
GR-698 Masters Examination (Register for the exam as if it were a course.)	0
Total Required Hours	18
Elective Courses:	
A. EA-682, Educational Leadership Variable Topics I electives	12
<i>(Aligned with local public school district's professional development/school improvement plan)</i>	
Total Hours Required	30

The candidate has a choice of writing a thesis and taking an oral exam, or writing a graduate paper and taking comprehensive exams. Candidates pursuing a thesis option (3 or 6 credit hours) should enroll in EA-694, Thesis. If this option is chosen, it may be substituted for 3 or 6 hours of electives. *(follow Graduate Bulletin requirements, pages 13-14)*

Candidates shall follow admission requirements in Graduate Bulletin, pages 37-38.

All educators in Missouri are required to have EX-390 Psychology and Education of the Exceptional Child or a graduate course in Education of the Exceptional Child before being certificated as an educator in Missouri.

Candidates must have a passing score for the Praxis or Miller's or GRE before being admitted.

Candidates must submit a copy of their teaching certificate before being admitted.

Candidates must provide 3 Letters of References or Copy of State Background Check.

Candidates shall do the following:

- Submit an Initial Study Plan to the advisor upon completing 6 credit hours,
- Apply for Candidacy after completing 12 credit hours,
- Submit a graduate Paper or thesis (before completing 24 credit hours/ submit first week of semester before graduation)
- Apply for Graduation (first week of final semester)
- Register for GR-698, Masters Comprehensive Examination (first week of final semester)

Student's Signature

Advisor's Signature

Date

Date

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